

FROM POLICY TO PRACTICE: AN EVALUATION OF THE UNISA NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION FROM THE PERSPECTIVE OF SOCIAL CRITICAL THEORY

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Summary:

The National Professional Diploma in Education is an in-service programme for classroom-based educators who have less than three years of professional training. The programme seeks to create a pathway to qualified teacher status in ways that will impact positively on classroom practice, prepare teacher-learners for the implementation of the new curriculum and provide a sufficiently rigorous foundation for further study. This evaluation adopted a fourth generation evaluation approach characterised by extensive engagement with programme stakeholders. Chapter 2 outlines an epistemological and philosophical framework of reference whilst Chapters 3 and 4 explore learning and teaching strategies and management and costing issues. The findings of these investigations lead to the recommendations made in Chapter 5. It is felt that the Unisa NPDE meets many of the goals of the programme, but further research is needed into the impact on classroom practice and into the management of the decentralised learner support.

Key terms:

National Professional Diploma in Education

Classroom-based educators

In-service professional training

Qualified teacher status

Fourth Generation Evaluation

NPDE Stakeholders

Learning and teaching strategies

Management and costing issues

Impact on classroom practice

Decentralised learner support